Name: Rachel Fischhoff Grade: 5 Date: April 30, 2012

Envisioning to figure out tricky words

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| Lesson Sources: Navigating nonfiction, XII |
| Lesson Objectives: Students will use envisioning to figure out unfamiliar words in nonfiction texts. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: |
| Prior Knowledge and Skills Needed: Some experience w/envisioning |
| Key/New Vocabulary: envisioning: making a picture in your mind based on information in the text |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, I have been seeing you tackle lots of different *kinds* of nonfiction texts. We’ve talked about different strategies for holding on to the big ideas in these texts. * I have seen in my conferences a lot of really tough words in these nonfiction books. There are a lot of words that I’m not embarrassed to say I don’t know. * What I want to talk to you about today is that powerful readers don’t *already know* what every single word in a text means. The strongest readers work hard to *figure out* what tricky words mean! One of the ways we do this is by envisioning what’s going on to get a mental picture and to think about what would make sense at that part of the story. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * The other day, Ms. Magee shared this great article with me called “The Art of Resilience.” This article really grabbed my attention for a couple reasons: one, its about artists in Haiti after a devastating earthquake, and some of us have been learning a lot about earthquakes, two, it has some really beautiful photographs, and three, it reminded me of the discussion we had about achievement texts and disaster texts, because this article centers around a horrific natural disaster, but it’s also about people overcoming obstacles, so it might be a hybrid, a mix of the two… * I was reading this article, and getting really interested, when I came across a term I wasn’t totally sure I understood, “government ministries.” * In this sentence, “Thousands of paintings and sculptures—valued in the tens of millions of dollars—were destroyed or badly damaged in museums, galleries, collectors’ homes, government ministries and the National Palace.” * Now, I wasn’t totally sure what this term meant, but I already had a picture in my mind—a series of pictures—that helped me understand this sentence. Paintings were destroyed that had been hanging in all of these really important places—museums, a palace. In my mind, I’m imagining some kind of serious, fancy building. It sounds like an important building where government business takes place, maybe like the State House. | * Active listening * Following along (article under doc cam) | * Active listening |
|  | **3. Have-A-Go (optional)**   * Later in this same article I came across another tricky word—debris. I’d like to read this section together. As I’m reading, build a picture in your mind so that when I get to this word, debris, your picture may help you decide what it means. * “With the rainy season approaching, Nader’s sons hired a dozen men to pick, shovel, and jackhammer their way through the debris, looking for anything that could be salvaged.” * Thumb on your knee when you have an idea of what this word means. | How will students be actively involved?  By:   * Practicing the mini-lesson | * Sharing out |
|  | **4. The Link**  Readers, today when you encounter unfamiliar words, I want you to remember the strategy of envisioning—using the picture in your mind to support your understanding of new words. | **(Workshop Time)**   * Reading workshop | * Conferring * Book groups! |
|  | **5. Closing (at the share)**  Reading share |  |  |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?